



South Cave Primary School SEN Information Report September 2018.

Welcome to our SEN Information Report, which is part of the East Riding Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body’s policy for pupils with SEND. This information will be updated annually.

South Cave Primary School is a community maintained primary school. At South Cave Primary School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. The broad areas of need being Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and Physical Needs.

At South Cave Church of England Primary School we value every child as an individual, giving equal opportunities to reach their full potential, regardless of their background. As a school we strive to be fully inclusive by providing the best possible environment for learning.

What is the SEN Information Report?

The LA Local Offer

- The Children and Families Act 2014 was published in March 2014. From this date, Local Authorities (LAs) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the ‘SEN Information Report’.
- The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

- This utilises the LA SEN Information Report in order to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Our Local Offer is available on our website under the section of ‘Key Information’ → ‘SEND’ → ‘SEND Local Offer’.

The SEN Information Report	Our setting:
<i>Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?</i>	<i>The Class teacher is responsible for:</i> <ul style="list-style-type: none"> •<i>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs and Disabilities Coordinator know of their concerns.</i> •<i>Writing SEND additional support plans; sharing and reviewing these with parents at least once every term and planning for the next term.</i>

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To be reviewed September 2019

	<p>The SENDCo- Mrs Allison Worthington is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND policy • Coordinating all the support for children with special educational needs and disabilities (SEND) • Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting and are involved in reviewing how they are doing. • Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. • Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. <p>The Head teacher – Mrs Julie Newby is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head teacher will make sure that the Governing Body is kept up to date about issues relating to SEND. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child who attends the school, who has SEND. <p>School contact telephone number 01430 422526 School email address office@scps.eriding.net</p>
<p>What are the different types of support available for children with SEND in our school?</p>	<p>Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and using a range of teaching techniques to match different learning styles. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. • Intervention work, either individually or in small groups, is planned by the class teacher and delivered by a teacher, teaching assistant or SENDCo.
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs and Disabilities Coordinator (SENDCo). • The Head teacher and school SEND Governor can also be contacted for support.

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have. • Plan any additional support your child may need. • Discuss with you any referrals to outside professionals to support your child's learning.
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The school budget, received from East Riding of Yorkshire LA, includes money for supporting children with SEND. • The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the SENDCo and the school governors, on the basis of needs in the school. • The Head Teacher and the SENDCo discuss all the information they have about SEND in the school including: <ul style="list-style-type: none"> -The children getting extra support already -The children needing extra support -The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>School provision:</p> <ul style="list-style-type: none"> • All class teachers are responsible for teaching children with SEND. • Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (T.A.s) working with small groups or individual children. <p>Multi Agency Provision including Local Authority Provision delivered in school:</p> <ul style="list-style-type: none"> • Inclusion Practitioner • Behaviour Support Team • Educational Psychology Service • Social Services <p>Health Provision delivered in school:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT) • School Nurse • Occupational Therapy • Physiotherapy • Sensory and Physical Teaching Service (SaPTS)
<p>How are the teachers in school helped to work with children a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENDCo provides assistance to class teachers in supporting children with SEND. • Our SENDCo has gained the SN1 qualification in Special Needs; a certificate of advanced studies in Dyslexia; and continues to attend training courses to ensure she has up to date information on all areas of SEND. • All our teachers hold Qualified Teacher Status. • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. • Individual teachers and support staff attend training courses run by the SENDCO and outside agencies that are relevant to the needs of specific children in their class e.g. from the Inclusion Practitioner.

<p>How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • Children with SEND are inclusively educated within an age appropriate classroom with their peers whenever possible. • Teaching and resources are differentiated within the classroom to ensure children are able to achieve their objectives. • The National Curriculum is followed and modified to meet the needs of the child when necessary. • Classroom and table-top displays help support and promote children's independence. • If additional support is identified as necessary, children take part in planned, evidence-based intervention which is provided at a time to suit the needs of the child. • Support is personalised and targeted and may be delivered in a whole class situation, in small groups or on a 1:1 basis. • Adults, working with a child with SEND, communicate regularly to the class teacher to ensure a consistent approach to teaching and learning.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term in reading, writing and maths. • Individualised assessment of children may be undertaken including: observation, assessments and diagnostic assessment. • Constant monitoring and review of progress during interventions and through differentiated class-based activities. • Pupil Progress Meetings are held half-termly and termly. • At the end of each key stage (i.e. at the end of Early Years; Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs) in year 2 and year 6. This is something the government requires all schools to do and the results are published nationally. • The progress of children with an EHCP will be formally reviewed at an Annual Review, with all adults involved with the child's education. • The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. • Regular book scrutinies, lesson observations and learning walks will be carried out by the SENDCo, and members of the Senior Leadership Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high.
<p>What support do we have for you as a parent of a child with a SEND?</p>	<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • Progress reports are provided each term, alongside two parent/carers consultation evenings. • The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you, with the person involved directly or (where this is not possible) in a report. • SEND Additional Support Plans will be reviewed termly with your involvement. • Homework will be adjusted as needed to your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Look Ahead service and/or Parent/Carer Forum contact details can be shared

	<p><i>if thought useful.</i></p> <ul style="list-style-type: none"> • Signposting to other agencies such as The Families' Information Service Hub (FISH)
<p>How is South Cave Primary School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The building is accessible and there is disabled and wheelchair access. • There is a disabled toilet. • We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. • Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services where possible. • Extra- curricular activities are accessible for children with SEND. • Residential trips and daily school trips are accessible for children with SEND.
<p>How will we support your child when they are leaving this school? Or moving on to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher during our whole school transition meetings and in planning meetings which take place between the old teacher and the new teacher. • Children will meet their new teacher and spend time with them, transition visits and activities will take place in order to build up relationships before the move. • If appropriate, your child would be helped by a transition book to support them understand moving on. They will be involved in the making of this as much as possible.
<p>What Emotional and Social Development support do we have for a child?</p>	<p>The Emotional Health and Well being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> • We have a robust Safeguarding Policy in place and we follow National guidelines. • The Head teacher, Assistant Head teachers/SENDCo and all staff continually monitor the Emotional Health and Well being of all our pupils. • We follow the SEAL (Social and Emotional Aspects of Learning) programme in school. • We provide socially speaking and friends groups for children who need support. • We have several trained ELSAs (Emotional Literacy Support Assistants) available to work with identified pupils after discussions with parents/carers. • The School Council meet weekly to discuss concerns/viewpoints of pupils across the school. • Children in upper key stage 2 are trained as Peer Mediators to support pupils during lunchtimes and breaktimes with friendship issues, where possible. <ul style="list-style-type: none"> • Our behaviour policy is followed consistently across the school and focuses on positive behaviour, using Restorative Practice language to encourage and teach pupils about making good choices to enable all pupils to SHINE (To show • TruSt • THankfulness • CompassIon • ENdurance • RespEct)